

**GCSE**

**LATIN**

**Sources for Latin (Higher Tier)**

**Specimen Paper**

**H**

**A405**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

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Candidate  
Number

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**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

**Questions 1, 2, 3 and 4 refer to sources A, B and C in the Insert.**

**1** Source A and source B.

**(a)** How does the writer of source A make his readers see wool-making as a virtue?

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..... **[3]**

**(b)** Why might Augustus have worn clothes that the women in his household did not make?

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..... **[2]**

**2** Source C.

**(a)** Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?

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..... **[2]**

**(b)** 'combed out and prepared'. Describe how wool was prepared for spinning.

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..... **[3]**

**3** Source A and source C.

Compare the daily work of Amymone and the housekeeper.

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..... **[4]**

**4** Source A, source B and source C.

'The sources tell us more about what people thought of women than about women themselves.'  
How far do you agree with this statement?

**Marks are awarded for the quality of written communication of your answer.**

SPECIMEN

[12]

**[Turn over**

**Questions 5 and 6 refer to sources D, E and F in the Insert.**

- 5** Source D, source E and source F and use any other sources on chariot-racing that you have studied.

You want to describe a day at the Circus Maximus to people who know nothing about it.

- (a)** How useful are these sources for explaining what happened at the Circus Maximus?

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..... [6]

- (b)** How far do the sources explain why the Circus was so popular?

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- (c)** If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.

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..... [6]

**6** Sources D, E and F.

**In addition to chariot-racing**, what other aspects of life in ancient Rome do these sources provide evidence for? Give examples.

[6]

**[6]**

**Paper Total: [50]**

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Paper Total

SPECIMEN

SPECIMEN

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*Sources*

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Unit A405: Sources for Latin (Higher Tier)

**Specimen Mark Scheme**

The maximum mark for this paper is 50.

SPECIMEN

Question Number	Answer	Max Mark
1(a)	<p><b>How does the writer of source A make his readers see wool-making as a virtue?</b></p> <p>Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. As well as sources previously studied, candidates might also use source C, which implies that cloth-making is a virtue. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues.</p>	[3]
(b)	<p><b>Why might Augustus have worn clothes that the women in his household did <u>not</u> make?</b></p> <p>Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun.</p>	[2]
2(a)	<p><b>Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?</b></p> <p>Candidates might include: preparing raw fleece (dirty and smelly); having to take wool to fuller; boring/laborious nature of task; exertion of weaving; association with slaves and other menial tasks performed by slaves.</p>	[2]
(b)	<p><b>'combed out and prepared'. Describe how wool was prepared for spinning.</b></p> <p>Burrs and dirt removed. Tufts pulled from fleece, combed/straightened, formed into loose roll for spinning.</p>	[3]
3(a)	<p><b>Compare the daily work of Aymone and the housekeeper.</b></p> <p>They would both have done spinning and weaving. But Aymone would have made clothes for herself and family while the housekeeper would have made them for fellow slaves. They would both would have supervised slaves and running of house; Aymone would have supervised her children, which housekeeper may not have done.</p>	[4]



Question Number	Answer	Max Mark
4	<p><b>‘The sources tell us more about what people thought of women than about women themselves.’ How far do you agree with this statement?</b></p> <p>This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.</p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• points about authors of the sources being men expressing their views; almost total absence of evidence left by women themselves;</li> <li>• references to women in sources used to make statements about domestic virtues, motherhood, politics (Augustus’ return to old-fashioned values), economy (Aemilius, Columella);</li> <li>• move to mass production of cloth not necessarily due to women’s vanity.</li> </ul> <p>Candidates might also include:</p> <ul style="list-style-type: none"> <li>• sources do give facts about women’s everyday life, marriage, information about their work (slaves as well as free women);</li> <li>• many portraits of women seem genuine (e.g. Pliny).</li> </ul> <p>Higher marks should be awarded for:</p> <ul style="list-style-type: none"> <li>• balanced answer;</li> <li>• reference to variety of sources to support argument;</li> <li>• showing awareness of bias and limitations of sources as well as information given in sources.</li> </ul> <p>Lower marks should be given where:</p> <ul style="list-style-type: none"> <li>• there is little attempt to address incompleteness of sources/bias;</li> <li>• there are few references to sources and not used to support argument;</li> <li>• there is little attempt to evaluate factual information provided by sources.</li> </ul>	[12]
5 (a)	<p><b>You want to describe a day at the Circus Maximus to people who know nothing about it.</b></p> <p><b>How useful are these sources for explaining what happened at the Circus Maximus?</b></p> <p>Candidates might include:</p> <p>Source D</p> <ul style="list-style-type: none"> <li>• shows chariots racing with horses</li> <li>• turning-posts indicate race was run in laps and skill needed to get round</li> <li>• shows some detail of charioteer’s dress and equipment</li> </ul> <p>Source E</p> <ul style="list-style-type: none"> <li>• horseracing with chariots</li> <li>• also social occasion for men and women</li> <li>• chariots start from gates</li> <li>• colours worn by charioteers</li> </ul>	[6]

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• dangers at turning-posts and skill needed</li> <li>• possibility of replay</li> <li>• large crowds, smartly dressed (togas)</li> </ul> <p>Source F</p> <ul style="list-style-type: none"> <li>• charioteers cheered on as celebrities</li> <li>• early age at death indicates dangers of Circus.</li> </ul> <p>All sources</p> <ul style="list-style-type: none"> <li>• excitement of event</li> <li>• competitiveness.</li> </ul> <p>Sources used other than D. E and F in Insert.</p> <p>Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above.</p> <p>Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.:</p> <ul style="list-style-type: none"> <li>• interest of emperor and possible presence</li> <li>• procession of statues of gods</li> <li>• description of crash or accident</li> </ul> <p>Answers in the form of a guide book, letter, invitation or other empathetic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.</p> <p>Any reasonable points substantiated by texts. Stronger answers may analyse evidence, discern bias/exaggeration/distortion or may comment on the evidence of a picture as distinct from texts. Weaker answers may list facts derived from sources without evaluation.</p>	
(b)	<p><b>How far do the sources explain why the Circus was so popular?</b></p> <p>Candidates might include:</p> <p>Source D</p> <ul style="list-style-type: none"> <li>• conveys speed and excitement of spectacle</li> <li>• but does not show size of Circus, numbers of spectators or their reactions</li> </ul> <p>Source E</p> <ul style="list-style-type: none"> <li>• indicates popularity of occasion both as an event and opportunity for socialising</li> <li>• large crowd: spectators have to squash together</li> <li>• conveys unpredictability of outcome which adds excitement</li> <li>• demonstrates skill of charioteers which would have increased enjoyment</li> <li>• but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd</li> </ul> <p>Source F</p> <ul style="list-style-type: none"> <li>• use of words 'famous', 'idol,' 'cheering', 'applause', 'doting' all indicate popularity</li> <li>• 'jealousy' even of Fate poetic way of conveying rivalry among charioteers</li> <li>• but more about personal popularity of this charioteer than about popularity of Circus as a whole</li> <li>• might be exaggerated as it is an epitaph.</li> </ul> <p>Sources used other than D. E and F in Insert</p>	[6]

Question Number	Answer	Max Mark
	<p>Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above.</p> <p>Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.:</p> <ul style="list-style-type: none"> <li>• Circus shows used by politicians and emperors to 'bribe' the people</li> <li>• expense of events</li> <li>• critical comments about fanaticism of supporters</li> </ul> <p>Any reasonable points substantiated by texts, which should include some indication of the limitations of one or more of the sources, as indicated in points above.</p> <p>Stronger candidates may analyse evidence, discern bias/exaggeration/distortion. Weaker candidates may list facts derived from sources without evaluation.</p>	
(c)	<p><b>If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.</b></p> <p>Source D. Candidates might give the following reasons;</p> <ul style="list-style-type: none"> <li>• shows direction of race</li> <li>• indicates skill required to steer four horses</li> <li>• shows turning-post, both function and appearance</li> <li>• explains how important turning-post was, how it tested skill, how chariot behind could get in front at this point</li> <li>• conveys excitement and tension of event.</li> </ul> <p>Source E. Candidates might give the following reasons:</p> <ul style="list-style-type: none"> <li>• indicates direction of race ('left-hand rein')</li> <li>• explains crucial role of turning-post – skill needed, danger of being overtaken or of catching wheel</li> <li>• gives vivid picture of crowd as well as race</li> <li>• evidence of women's attendance and enthusiasm</li> <li>• evidence that even those like Ovid who reckoned not to be experts were familiar with event.</li> </ul> <p>Candidates might mention comparative usefulness of visual or written source or may comment on the evidence of a picture as distinct from texts, e.g.:</p> <p>Source D</p> <ul style="list-style-type: none"> <li>• visual source actually shows what a chariot with its horses and charioteer looked like</li> <li>• event depicted on ancient artefact conveys its importance to Romans.</li> </ul> <p>Source E</p> <ul style="list-style-type: none"> <li>• text can give whole narrative and convey atmosphere</li> <li>• illustrates whole event, from starting-gate to finishing line.</li> </ul> <p>Any reasonable points. Either source could be chosen, but candidates must refer to text/picture to justify choice.</p>	[6]

Question Number	Answer	Max Mark
6	<p><b><u>In addition to chariot racing</u>, what other aspects of life in ancient Rome do these sources provide evidence for? Give examples.</b></p> <p>Picture: dress (tunic); technology (chariot); craftsmanship of carving.</p> <p>Ovid: social life (day out), men/women (Ovid/girl), government (praetor), dress (women's, men's togas)</p> <p>Inscription: Life expectancy (26 considered young)</p>	[6]
	Paper Total:	[50]

### Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and style;</li> <li>• Organisation and use of technical vocabulary.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question;</li> <li>• Legible, fluent and technically very accurate writing;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Very well structured and organised argument; technical terms accurately and effectively used.</li> </ul>
3	6-9	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources</li> <li>• Answers slightly less focused on the question;</li> <li>• Legible and generally accurate writing, conveying meaning clearly;</li> <li>• Limited control of appropriate form and register;</li> <li>• Argument is organised, some technical terms accurately used.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources</li> <li>• Limited engagement with the question;</li> <li>• Legible but there are some errors, clarity not obscured;</li> <li>• Very limited control of form and register;</li> <li>• Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question;</li> <li>• Writing not consistently legible, may at time be difficult to read and/or contain many errors of spelling, punctuation and grammar;</li> <li>• Little control of form or register;</li> <li>• Argument difficult to discern, technical terms inaccurately used or omitted.</li> </ul>

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

### Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question.</li> </ul>
4	5-6	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question.</li> </ul>
3	3-4	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources;</li> <li>• Answers slightly less focused on the question.</li> </ul>
2	1-2	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources;</li> <li>• Limited engagement with the question.</li> </ul>
1	0	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question.</li> </ul>

**Assessment Objectives Grid (includes QWC)**

Question	AO2	Total
1-10	50	50
Total	50	50

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